

Teaching Plan Multi-syllabic Words

Objective : Students will use their knowledge of syllable types to decode multi-syllabic words.

Materials: student white boards/markers, word list of multi-syllabic story words

Procedure:

- Explain that today we are going to build and write a few of the bigger words in the story that will be read in an upcoming lesson.
- Teacher says one word from the list orally. Students should repeat the word. Teacher can then build vocabulary knowledge in discussion of this word where it is applicable.
- Have students divide the word into syllables. They may use ‘ducklips’ to help. **Count the syllables.**
- Students should draw a ‘blank’ or **show a foam square**(or other manipulative) for each syllable that was counted. Tell the students they are going to spell each syllable on each of the ‘blanks’.
- Proceed to then **counting/mapping with a chip the individual sounds** within each syllable to spell each one. Explicitly discuss spelling rules/schwa sounds at this time.

- **MODEL (I DO)**– Complete the counting/segmenting of syllables, representation of foam/blanks, counting of individual sounds within the syllable, and the spelling for the first multi-syllabic word whole group.
- Blend the syllables to say the whole word.
- Be explicit and direct in segmenting the syllables types and spellings in words.
- Spell each syllable on the blanks the students have drawn. Explain the spelling of each syllable referring to the rules of the six syllable types, root words, schwa sounds, and prefixes/suffixes where it applies. **Refer to the Six Syllable Types Clover**

- **Guide – WE DO** – Have students complete this process WITH YOU with another several words on the list for the given story as you monitor their success and provide corrective feedback and meaningful praise.

- **YOU DO** – For the remainder of the word list, have students repeat this process on their white boards – count the syllables, draw a blank for each, and spell the sounds of each syllable in the word.
- Have students read their list of multi-syllabic words that they’ve built aloud or to a neighbor. They could also use one or more of these multi-syllabic words in a sentence.

- **Lastly** have students find their multi-syllabic words in the anthology and read the sentence that includes the multi-syllabic word.